



Learning Themes - Year 1

	Autumn		Spring		Summer	
	Term 1/2		Term 3/4		Term 5/6	
Topic	Toys	The Gunpowder Plot	Wonderful Weather	Our Local Area	Our Country	Significant People
Power of Reading Text	Traction Man is Here	Jack and the Beanstalk	The Emperor's Egg	Owl Babies + Non – Fiction animal books and books about our local area	Grace and Family	The Night Pirates
Opportunities for Reading & Writing	<p>Recount Who, what, when, where and why in a few sentences.</p> <p>Time adverbials first, firstly, next, after, later)</p> <p>Written in the past tense</p> <p>First person</p> <p>Chronological order</p> <p>Use coordinating and subordinating conjunctions.</p>	<p>Story writing Retell, role-play and write their own story</p> <p>Include an opening paragraph which describes characters and setting.</p> <p>Include a problem or dilemma</p> <p>Begin to describe the character's feelings and emotions</p> <p>Include simple adjectives and verbs</p> <p>Use noun phrases which add detail to description</p> <p>Use coordinating conjunctions to link two main ideas</p> <p>Use exclamation sentences where appropriate.</p> <p>Begin to use inverted commas to mark direct speech, where appropriate</p>	<p>Instruction writing Writing instructions how to make a weather vane</p> <p>Instructions how to measure and record weather.</p> <p>Title Simple, easy vocabulary Time adverbials Bossy(imperative) verbs</p> <p>Numbered points</p> <p>Written in correct order makes sense</p> <p>Use commas to separate items in a list</p>	<p>Non-chronological report Writing non-chronological report about our local area - Orpington</p> <p>Making a leaflet about a chosen animal</p> <p>Written in a past tense and third person</p> <p>Use coordinating conjunctions to link two main ideas</p> <p>Use coordinating conjunctions in the middle of sentences</p> <p>Information which is factual and accurate</p> <p>Picture / diagrams</p> <p>Subheadings</p> <p>Technical vocabulary</p> <p>Use noun phrases which inform</p> <p>Use apostrophes to mark possession</p>	<p>Diary Entry Written in first person</p> <p>Retell the important events that have taken place</p> <p>Simple adjectives to describe feelings</p> <p>Written in chronological order</p> <p>Time adverbials</p> <p>Written in past tense</p>	<p>Informal Letter Writing a letter to their friend pirate</p> <p>Senders address at the top right</p> <p>Dear...</p> <p>Chatty language Informal ending, Best wishes</p>
Opportunities to apply Mathematics	Place Value within 10 Addition and Subtraction within 10	Geometry (Shape) Place Value within 20	Number Addition and Subtraction (within 20) Number: Place Value (within 50) (multiples of 2, 5 and 10 included)	Number: Place Value (within 50) (multiples of 2, 5 and 10 included) Measurement Length and Height Measurement Weight and Volume	Number Multiplication and Division(reinforcing 2, 5 and 10 to be included) Number Fractions Geometry Position and Direction	Number Place Value within 100 Measurement- money Measurement- time
Science Content	Everyday Materials Naming Materials Objects and Materials Properties Testing Properties Umbrella Investigation Sorting	Seasonal Changes (Autumn and Winter) Seasons Seasonal Weather (Autumn) Autumn Walk Autumn to (Winter) Seasonal Weather (Winter) Animals in Winter	Animals including humans- Observing Animals Comparing Animals Animal Diets The Human Body Senses Sorting Animals	Seasonal Changes (Spring and Summer) Winter to Spring Seasonal Weather (Spring) Spring Walk Spring to Summer Seasonal Weather (Summer) Staying Safe in Summer	Plants Making Observations The Parts of a Plant Garden and Wild Plants Terrific Trees Fruit and Vegetable Plants Comparing Plants	Scientist & Inventors Lego Mae Jamison Zoos Sensory Garden Wrapping up warm Super Senses Measuring the weather

Skills	<p>Observation Use simple equipment Ask simple questions Perform simple tests Using their observations and ideas to suggest answers to questions</p>	<p>Observation Ask simple questions Gather and record data to help in answering questions Perform simple tests</p>	<p>Ask simple questions and recognise that they can be answered in different ways Identify and classify Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals •Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Observation Ask simple questions Gather and record data to help in answering questions. Perform simple tests. Observe closely, using simple equipment</p>	<p>Observation Ask simple questions Perform simple tests Gather and record data Identify and describe the basic structure of a variety of common flowering plants, including trees Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Using their observations and ideas to suggest answers to questions</p>	<p>Observation Use simple equipment Ask simple questions Perform simple tests Using their observations and ideas to suggest answers to questions Identify and classify Identify and name a variety of common animals that are carnivores, herbivores and omnivores Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>
RE	God's Great Plan	Mary Our Mother	Families and Celebrations	Following Jesus	Resurrection	Miracles
Geography			<p>Wonderful Weather What is Weather? How does the weather affect us? Forecasting the weather Weather dangers Hot and cold weather Our Frozen Planet</p>	<p>Our Local Area What is our local area like? Out and about fieldwork Houses and homes Jobs in our local area Let's make a change</p>	<p>Our Country Town and Country Welcome to the UK Up, up and away Let's explore the UK How Is Banjul (Gambia) different from London?</p>	
History	<p>Toys Changes within living memory – Toys Today Family Favourites Early 20th Century Toys Victorian Toys Important Changes Toy Box</p>	<p>The Gunpowder Plot Events beyond living memory- Who was Guy Fawkes? Problems for the plotters The end of the plot Wanted! The search for Thomas Percy The plot in Six Acts Remember, Remember...</p>				<p>Significant Explorers What makes someone an important or significant person? Who was Ibn Battuta? Who was Matthew Henson? Who was Felicity Aston? Who was Neil Armstrong? How Could They Be Remembered?</p>
Computing	<p>Online Safety & Exploring Purple Mash Grouping & Sorting</p>	<p>Pictograms Lego Building</p>	Maze Explorers	Animated Story Books	Coding	Spreadsheets & Technology outside school
Music	Sounds	Sounds and Christmas songs	Rhythm and beat Songs about the body Body percussion	Animal songs	Composing music to tell a story	Sea shanties Pirate songs
PE	Multi - skills	Story Time Dance	Groovy Gymnastics	Brilliant Ball Skills	Throwing and catching (Field games)	Active Athletics

PHSE	New Beginnings	Getting on and Falling out	Good to be me	Relationships	Going for goals	Changes
Art and Design Design & Technology	<u>Focus - drawing</u> Artist – Katarzyna Gagol DT - Design and make a superhero puppet	<u>Focus - painting</u> Artist – Alma Thomas DT - Christmas crafts	<u>Focus - textiles</u> Artist – Hugo Pineda DT – design and tie die a pencil case	<u>Focus - collage</u> Artist – Karla Schuster DT- Making model of their house	<u>Focus - printing</u> Artist – Keiko Miyamori DT- Making clay plant	<u>Focus – 3D</u> Artist – Yinka Shonibare DT - Design and make a pirate ship
Skills	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	Experiment with paint media using a range of tools, e.g different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	Investigate textures by describing, naming, copying. Produce an expanding range of patterns and textures. Begin to understand how different techniques produce different patterns.	Create images from a variety of media e.g tissue paper, crepe paper, magazines Collect and sort colours appropriate for an image. Arrange and glue materials to different backgrounds. Fold, crumple, tear and overlap papers. Create and arrange shapes appropriately by cutting or tearing.	Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Experience impressed printing: e.g. printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief Begin to identify forms of printing: Books, posters pictures, fabrics.	Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.
Curriculum Enrichment	V&A Museum of Childhood Grandparents in to talk about toys Teddy tea party	Theatre trip	Owl workshop in school Trip to Eagle Heights	Local area walk	Priory Gardens	Significant People Day